DOCUMENT RESUME

ED 102 103 SP 008 881

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TITLE An Analysis of the Evaluation of the Elementary Student Teaching Program.
INSTITUTION Temple Univ., Philadelphia, Pa. Coll. of Education.
PUB DATE Jun 71
NOTE 25p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Course Evaluation; Education Courses; Elementary Education; *Program Evaluation; *Student Opinion; Student Teaching; *Teacher Education Curriculum; Undergraduate Study

ABSTRACT

During the past three years these questionnaires have been sent by Temple University to elementary education majors asking them to evaluate their undergraduate education courses and student teaching experience. Overall, student teaching was rated most helpful, and foundations and curriculum were rated least helpful. They also evaluated other aspects of their program such as orientations, workshops, seminars, intervisitation, the supervisor, principal, and cooperating teacher(s). Suggestions for improvement in all areas were requested, and generally included the following: that a course in children's literature and in music education, more field experience, and more reading courses for N.E.P. students be offered; that instructors be more familiar with instructional practices and acquaint students with the present situation while providing alternatives; that all courses include related classroom management and record-keeping responsibilities; and that professors in EPICT need assistance in supervision of field experience. (Tables are included.) (PD)

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EMPORIA KANSAS STATE COLLEGE
REPOSITORY COLLECTION
ITEM NO. 651
FOR INSPECTION ONLY

AN ANALYSIS OF THE EVALUATION OF THE ELEMENTARY STUDENT TEACHING PROGRAM

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INFORMATION SHEET

During the past three years Temple University sent questionnaires to Elementary Education majors asking them to evaluate their undergraduate education courses and their student teaching experience.

The first three semesters of questionnaires were received by Temple graduates with six months to two years of teaching experience. The same questionnaire was sent out each semester since then. Recipients of the questionnaires had the following amount of teaching experience:

September 1967	first or second year of teaching
January 1968	end of first year of teaching
September 1968	end of student teaching or beginning teachers
January 1969	end of student teaching or beginning teachers
September 1969	end of student teaching or beginning teachers
January 1970	end of student teaching
September 1970	end of student teaching or beginning teachers
January 1971	end of student teaching

The following number of responses were received each semester:

September 1967	23
January 1968	22
September 1968	63
January 1969	13
September 1969	60
January 1970	147
September 1970	122
January 1971	57

All of Section I, parts J and K of Section IV were used to compile the statistical data. The comments and suggestions from Section II and the questions from Section V dealing with the foundations course were summarized. In the January 1970 questionnaire Reading was included as a separate course to be evaluated. Evaluations for September 1970 and January 1971 included a Field Experience component. Other portions of the questionnaire were not included as they do not deal directly with the undergraduate courses required for the elementary teaching program.

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Evaluation of Elementary Student Teaching Program

I. Please check one of the lines under each section.

Now that I am teaching I perceive my courses in the following areas as having been -

A. Educational Psychology

Instruction	Field Experience
_____very helpful	_____very helpful to course instruction
_____helpful	_____helpful to course instruction
_____not helpful	_____not helpful to course instruction

B. Language Arts

Instruction	Field Experience
_____very helpful	_____very helpful to course instruction
_____helpful	_____helpful to course instruction
_____not helpful	_____not helpful to course instruction

C. Reading

Instruction	Field Experience
_____very helpful	_____very helpful to course instruction
_____helpful	_____helpful to course instruction
_____not helpful	_____not helpful to course instruction

D. Mathematics

Instruction	Field Experience
_____very helpful	_____very helpful to course instruction
_____helpful	_____helpful to course instruction
_____not helpful	_____not helpful to course instruction

E. Science

Instruction	Field Experience
_____very helpful	_____very helpful to course instruction
_____helpful	_____helpful to course instruction
_____not helpful	_____not helpful to course instruction

F. Social Studies

Instruction	Field Experience
_____very helpful	_____very helpful to course instruction
_____helpful	_____helpful to course instruction
_____not helpful	_____not helpful to course instruction

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G. Creative Activities

Instruction	Field Experience
_____very helpful	_____very helpful to course instruction
_____helpful	_____helpful to course instruction
_____not helpful	_____not helpful to course instruction

H. Student Teaching

Instruction	Field Experience
_____very helpful	_____very helpful to course instruction
_____helpful	_____helpful to course instruction
_____not helpful	_____not helpful to course instruction

II. Please indicate your suggestions as to how these courses might have better prepared you to meet your responsibilities as a student teacher.

A. Educational Psychology

B. Language Arts

C. Reading

D. Mathematics

E. Science

F. Social Studies

G. Creative Activities

H. Student Teaching

III. Please indicate any suggestions you may have that relates to the improvement of the undergraduate program in elementary education before student teaching that does not fit under any of the categories used in sections I and II:

IV. Please check one of the lines under each of the following areas of courses that have been part of your program during your student teaching experience.

In terms of my experiences as a student teacher I perceive the following areas or courses as having been-

A. Orientation Program at Temple

_____very helpful
_____helpful
_____not helpful

B. Orientation Program at Student Teaching Center

_____very helpful
_____helpful
_____not helpful

C. Workshops

_____very helpful
_____helpful
_____not helpful

D. Intervisitations

_____very helpful
_____helpful
_____not helpful

E. Seminars at Student Teaching Center

_____very helpful
_____helpful
_____not helpful

F. Supervisor

_____very helpful
_____helpful
_____not helpful

G. Principal

_____very helpful
_____helpful
_____not helpful

H. Cooperating Teacher(s)

_____very helpful
_____helpful
_____not helpful

V. Please indicate your suggestions as to how each of these areas or courses might have better enabled you to meet your responsibilities as a student teacher.

A. Orientation Program at Temple

B. Orientation Program at Student Teaching Center

C. Workshops

D. Intervisitations

E. Seminars at Student Teaching Center

F. Supervisor

G. Principal

H. Cooperating Teacher(s)

VI. Please indicate any suggestions you may have that relates to the improvement of the student teaching experience that does not fit under any of the categories under sections IV and V.

STUDENT TEACHER SUGGESTIONS FOR COURSE IMPROVEMENT

The following are typical suggestions for improvement made by student teachers about their methods courses and related field experiences. The recommendations are listed in order of priority.

Educational Psychology

1. More attention to classroom behavior and methods of remediating discipline problems.
2. Additional work in identification and remediation of learning disabilities.
3. Relate the field experiences to course theory.
4. Emphasis should be on the problems of inner-city children.
5. Course should be included as part of all methods instruction.

Language Arts

1. Increased field experience.
2. More teaching techniques with emphasis on correlation between language arts and reading.
3. More experience with investigation and preparation of teaching materials.
4. Greater emphasis on speech and speech therapy.

Reading

1. More exposure to reading programs being used in the Philadelphia Public Schools.
2. Greater variety of teaching techniques.
3. More experience in grouping and in diagnosis of achievement levels.
4. Emphasis on remedial reading.
5. More emphasis on use of children's experiences to teach reading.
6. Increased work in motivational tactics.

Mathematics

1. More teaching techniques with increased attention to teaching basic mathematic concepts.
2. Increased emphasis on ways to enhance current practices.
3. More field experience including observation of classroom teaching.
4. More experiences in developing instructional aides and devices.

Science

1. More content with attention to related teaching techniques.
2. More field experiences.
3. More work in ways to teach with minimum materials.

Social Studies

1. More field experiences which include demonstration lessons.
2. Better preparation for actual teaching situation.
3. More teaching techniques.

Creative Activities

1. More field experiences.
2. More emphasis on teaching art rather than creating it.
3. Make course more practical.

Student Teaching

1. Should be longer with no after-school classes.
2. Should take form of a paid internship.
3. Should improve selection of cooperating teachers.
4. Include experience in other than inner-city schools.
5. More conferences with cooperating teacher and supervisor.

Summary of General Suggestions

1. More field experiences - practical experience and course work should be better integrated.

2. Instructors should be more familiar with instructional practices in Philadelphia Schools and aquaint their students with the present situation while providing alternatives to existing conditions.

3. A course in children's literature should be required.

4. All courses should include related classroom management and record keeping responsibilities.

5. A course in music education should be required at the undergraduate level.

6. Provide more reading courses for N.K.P. students.

7. Professors in EPICT need assistance in supervision of field experience.

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Table I

RANK ORDER TABLE

Subject	Sept. 1967	Jan. 1968	Sept. 1968	Jan. 1969	Sept. 1969	Jan. 1970	Sept. 1970	Jan. 1971	Average Rank*
Student Teaching	1	1	1	1	1	1	1	1	1.0
Reading***						2	2	4	2.7
Mathematics	2	2	2	5	5	4	4	5	3.1
Language Arts	4	4	4	3	4	3	3	2	3.4
Educational Psychology	3	3	3	2	2	6	8	7	4.8
Creative Activities	5	5	5	4	6	7	7	6	5.1
Science	6	6	7	6	5	5	5	5	5.6
Social Studies	8	7	6	7	8	8	6	8	7.3
Foundations	9	8	8	8	8	10			
Curriculum	7	9	9	9	9	9			
Spearman Rank Order Low**		.88	.90	.92	.91				

*The stability of ranking across the five samples was tested using the Kendall "W" and was found significant at the .001 level.

**All correlations are significant at the .01 level.

***January 1970 only

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Table II

MEAN SCORES TABLE

Subject	Score	Sept. 1967	Jan. 1968	Sept. 1968	Jan. 1969	Sept. 1969	Jan. 1970	Sept. 1970	Jan. 1971	Grand Mean
Student Teaching										
very helpful	3			2.83	2.92	2.73	2.85	2.80	2.74	2.75
helpful	2	2.43	2.69							
not helpful	1									
Reading*										
							2.37	2.34	2.26	2.39
Mathematics										
very helpful	3									
helpful	2	2.17	2.45	2.25		2.07	2.18	2.20	2.33	2.18
not helpful	1				1.76					
Language Arts										
very helpful	3									
helpful	2	1.69	1.86	1.82	2.00	2.06	2.36	2.28	2.43	2.06
not helpful	1									
Educational Psych										
very helpful	3									
helpful	2	2.00			2.07	2.13	2.00	1.93	1.96	1.94
not helpful	1		1.63	1.80						
Creative Activities										
very helpful	3									
helpful	2		2.05	2.05	1.92			2.02	2.12	1.91
not helpful	1	1.60				1.68	1.85			
Science										
very helpful	3									
helpful	2					1.91	2.09	2.15	2.13	1.78
not helpful	1	1.31	1.54	1.45	1.69					
Social Studies										
very helpful	3									
helpful	2									
not helpful	1	1.21	1.34	1.38	1.33	1.38	1.60	2.07	1.73	1.38
Foundations										
very helpful	3									
helpful	2									
not helpful	1	1.09	1.37	1.42	1.46	1.38	1.06			
Curriculum										
very helpful	3									
helpful	2									
not helpful	1	1.26	1.23	1.23	1.37	1.25	1.39			

*January 1970 only

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Table 3

PER CENT RESPONSES

SUBJECT	Sept. 1967		Jan. 1968		Sept. 1968		Jan. 1969		Sept. 1969		Jan. 1970		Sept. 1970		Jan. 1971		Total	Average
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Student Teaching																		
very helpful	20	87%	19	83%	52	84%	12	92%	45	74%	125	84%	101	83%	42	79%	416	83%
helpful	3	13%	1	4%	10	16%	1	8%	16	26%	22	15%	17	14%	8	15%	78	16%
not helpful	0	0%	3	13%	0	0%	0	0%	0	0%	0	0%	4	3%	3	6%	10	3%
																	504	
Reading*																		
very helpful											65	44%	49	46%	27	47%	141	46%
helpful											61	42%	44	42%	17	30%	122	38%
not helpful											21	14%	13	12%	13	23%	41	16%
																	318	
Mathematics																		
very helpful	9	39%	13	59%	26	41%	2	15%	17	29%	47	32%	37	29%	27	30%	178	39%
helpful	9	39%	6	27%	27	43%	6	46%	29	49%	80	54%	40	32%	28	32%	215	42%
not helpful	5	22%	3	14%	10	16%	5	39%	13	22%	20	14%	18	29%	9	18%	83	19%
																	476	
Language Arts																		
very helpful	4	17%	4	18%	13	21%	2	15%	13	22%	53	36%	43	41%	28	52%	160	35%
helpful	8	35%	11	50%	22	47%	9	70%	38	63%	76	52%	49	37%	20	36%	340	50%
not helpful	11	48%	7	32%	20	32%	2	15%	9	15%	18	12%	13	12%	5	10%	93	22%
																	493	
Educational Psych																		
very helpful	2	9%	3	14%	6	9%	4	31%	20	34%	40	27%	30	23%	14	26%	119	26%
helpful	18	82%	8	36%	39	62%	6	46%	37	66%	75	51%	43	47%	26	46%	244	52%
not helpful	2	9%	11	50%	18	29%	3	23%	12	20%	32	22%	18	12%	17	28%	133	28%
																	496	
Creative Activities																		
very helpful	1	5%	6	30%	17	29%	3	23%	7	12%	33	21.5%	36	35%	10	24%	109	22%
helpful	10	50%	9	45%	28	47%	6	46%	28	44%	61	42.5%	31	26%	27	64%	197	47%
not helpful	9	45%	5	25%	14	24%	4	31%	25	44%	52	36%	22	19%	5	12%	136	31%
																	442	
Science																		
very helpful	1	4%	3	14%	6	10%	3	23%	14	24%	51	35%	39	40%	17	33%	134	27%
helpful	5	23%	6	27%	16	28%	3	23%	25	43%	55	38%	33	34%	20	33%	173	36%
not helpful	16	73%	13	59%	30	64%	7	54%	19	33%	39	27%	24	24%	8	13%	161	43%
																	472	
Social Studies																		
very helpful	0	0%	2	9%	4	7%	2	15%	4	6%	14	10%	39	40	9	19%	74	14%
helpful	5	23%	8	36%	28	45%	3	23%	12	23%	61	42%	18	18	17	33%	163	32%
not helpful	18	18%	12	55%	30	48%	8	62%	36	69%	71	48%	33	32	22	46%	229	54%
																	466	

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Table 3 - PER CENT OF RESPONSES Continued

SUBJECT	Sept. 1967		Jan. 1968		Sept. 1968		Jan. 1969		Sept. 1969		Jan. 1970		TOTAL	AVERAGE
	#	%	#	%	#	%	#	%	#	%	#	%		
Foundations														
very helpful	0	0%	0	0%	1	2%	1	8%	4	8%	10	7%	16	4%
helpful	1	9%	3	37%	16	38%	2	15%	13	24%	39	29%	74	25%
not helpful	10	91%	5	63%	25	60%	10	77%	36	68%	86	64%	172	71%
													262	
Curriculum														
very helpful	0	0%	1	6%	2	3%	0	0%	2	3%	7	5%	12	3%
helpful	5	26%	4	25%	10	17%	2	15%	11	19%	41	29%	73	22%
not helpful	14	74%	11	69%	48	80%	11	85%	45	78%	93	66%	222	75%
													307	

TABLE IV
STATISTIC TOTALS
(January 1970)

Subject	No. Responses	Percentage	Mean Scores	Rank
Student Teaching				
very helpful	125	84	2.85	1
helpful	22	16		
not helpful	0	0		
	147			
Reading				
very helpful	65	49	2.57	2
helpful	61	42		
not helpful	21	14		
	147			
Language Arts				
very helpful	53	36	2.36	3
helpful	76	52		
not helpful	18	12		
	147			
Mathematics				
very helpful	47	32	2.18	4
helpful	80	54		
not helpful	20	14		
	147			
Science				
very helpful	51	35	2.09	5
helpful	55	38		
not helpful	39	27		
	145			
Educational Psych				
very helpful	40	27	2.00	6
helpful	75	51		
not helpful	32	22		
	147			
Creative Activities				
very helpful	31	21.5	1.85	7
helpful	61	42.5		
not helpful	52	36		
	147			

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Subject	No. Responses	Percentage	Mean Scores	Rank
Social Studies				
very helpful	14	10	1.60	8
helpful	61	42		
not helpful	71	48		
	146			
Curriculum				
very helpful	7	5	1.39	9
helpful	41	27		
not helpful	93	66		
	141			
Foundations				
very helpful	10	7	1.06	10
helpful	39	29		
not helpful	86	64		
	135			

TABLE V
STATISTIC TABLE
(September 1970)
(COURSE - FIELD EXPERIENCE)

	No. Responses	Percentage	Mean Scores	Rank
Student Teaching				
very helpful	101	83	2.80	1
helpful	17	14		
not helpful	4	3		
Reading				
very helpful	49	46	2.23	2
helpful	44	42		
not helpful	13	12		
Language Arts				
very helpful	43	41	2.28	3
helpful	49	47		
not helpful	13	12		
Mathematics				
very helpful	37	39	2.20	4
helpful	40	42		
not helpful	18	19		
Science				
very helpful	39	40	2.15	5
helpful	35	36		
not helpful	24	24		
Social Studies				
very helpful	39	40	2.07	6
helpful	28	28		
not helpful	32	32		
Creative Activities				
very helpful	34	35	2.02	7
helpful	31	36		
not helpful	22	29		
Educational Psychology				
very helpful	30	27	1.93	8
helpful	45	40		
not helpful	38	33		

TABLE VI
STATISTIC TABLE
(January 1971)
(COURSE - FIELD EXPERIENCE)

	No. Responses	Percentage	Mean Scores	Rank
Student Teaching				
very helpful	42	79	2.74	1
helpful	8	15		
not helpful	3	6		
Language Arts				
very helpful	28	52	2.43	2
helpful	20	38		
not helpful	5	10		
Mathematics				
very helpful	27	50	2.33	3
helpful	18	32		
not helpful	9	18		
Reading				
very helpful	27	47	2.26	4
helpful	17	30		
not helpful	13	13		
Science				
very helpful	17	32	2.13	5
helpful	28	53		
not helpful	8	15		
Creative Activities				
very helpful	10	24	2.12	6
helpful	27	64		
not helpful	5	12		
Educational Psychology				
very helpful	14	25	1.96	7
helpful	26	46		
not helpful	17	29		
Social Studies				
very helpful	9	19	1.73	8
helpful	17	35		
not helpful	22	46		

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TABLE VII
September 1970
FIELD EXPERIENCE

	No. Responses	Percentage	Mean Scores	Rank
Student Teaching				
very helpful	50	86	2.83	1
helpful	6	10		
not helpful	2	4		
	58			
Reading				
very helpful	24	51	2.38	2
helpful	17	36		
not helpful	6	13		
	47			
Language Arts				
very helpful	19	41	2.24	3
helpful	19	41		
not helpful	8	18		
	46			
Science				
very helpful	18	46	2.23	4
helpful	12	31		
not helpful	9	23		
	39			
Mathematics				
very helpful	12	32	2.16	5
helpful	20	53		
not helpful	6	15		
	38			
Creative Activities				
very helpful	12	39	2.09	6
helpful	10	32		
not helpful	9	29		
	31			
Social Studies				
very helpful	15	42	2.06	7
helpful	8	22		
not helpful	13	36		
	36			

	No. Responses	Percentage	Mean Scores	Rank
Educational Psychology				
very helpful	15	24	1.95	8
helpful	29	47		
not helpful	18	29		
	62			

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TABLE VIII
January 1971
FIELD EXPERIENCE

	No. Responses	Percentage	Mean Scores	Rank
Student Teaching				
very helpful	23	88	2.88	1
helpful	3	12		
not helpful	0	0		
	26			
Language Arts				
very helpful	14	54	2.46	2
helpful	9	35		
not helpful	3	11		
	26			
Mathematics				
very helpful	10	43	2.26	3
helpful	9	39		
not helpful	4	18		
	23			
Reading				
very helpful	14	52	2.25	4
helpful	6	22		
not helpful	7	26		
	27			
Creative Activities				
very helpful	5	29	2.18	5
helpful	10	59		
not helpful	2	12		
	17			
Science				
very helpful	9	38	2.17	6
helpful	10	42		
not helpful	5	20		
	24			
Educational Psychology				
very helpful	10	36	2.07	7
helpful	10	36		
not helpful	8	28		
	28			

	No. Responses	Percentage	Mean Scores	Rank
Social Studies				
very helpful	5	25	1.85	8
helpful	7	35		
not helpful	8	40		
	20			

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TABLE IX
FIELD EXPERIENCE
RANKING

SEPTEMBER 1970			JANUARY 1971		
RANK	COURSE	MEAN SCORES	RANK	COURSE	MEAN SCORES
1	STUDENT TEACHING	2.83	1	STUDENT TEACHING	2.88
2	READING	2.38	2	LANGUAGE ARTS	2.46
3	LANGUAGE ARTS	2.24	3	MATHEMATICS	2.26
4	SCIENCE	2.23	4	READING	2.25
5	MATHEMATICS	2.16	5	CREATIVE ACTIVITIES	2.18
6	CREATIVE ACTIVITIES	2.09	6	SCIENCE	2.17
7	SOCIAL STUDIES	2.06	7	EDUCATIONAL PSYCHOLOGY	2.07
8	EDUCATION PSYCHOLOGY	1.95	8	SOCIAL STUDIES	1.85